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ABSTRACT

A split class of 10 Year 1 pupils and 20 Year 2 pupils used the Listen Look Learn multi-media program. A Year 1 and a Year 2 class using the regular basal reading program served as control groups. The effectiveness of the Listen Look Learn program was examined by comparing the reading tests scores of the experimental and control groups. To allow for differences in mental ability when comparing reading scores, Primary I and II levels of the Canadian Cognitive Abilities Test were administered to the Year I and Year II classes respectively. On the listening subtest of the Cooperative Primary Tests, the Year I experimental group performed at a statistically significant higher level than did the control group. The Year I experimental group also received statistically significant higher scores on the Haggerty Reading Examination. The analysis of covariance for each reading test at the Year 2 level revealed no statistically significant difference between experimental and control groups. However, comments from the teacher, principal and primary grades coordinator, provided in appendices, are favorable to the LLL program. (KM)

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RESEARCH REPORT

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June, 1972

Allan G. Moodie

Research Report 72-12

Department of Planning and Evaluation
Board of School Trustees
1595 West 10th Avenue
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Note: Listen Look Learn (LLL) is a multi-media approach designed by the Educational Developmental Laboratories, Inc. of Huntington, New York to teach reading at the primary level.

Introduction

For the past three years (1969-72) some Year 1 pupils at Tecumseh Elementary School have been taught reading through the Listen Look Learn Multi-Media Communication Skills System. During 1971-72 the LLL system was extended to the Year 2 level.

A split class of ten Year 1 pupils and twenty Year 2 pupils used the LLL program. The LLL system was essentially used as the total language arts program by the experimental class of pupils in Years 1 and 2. A Year 1 and a Year 2 class which used the regular basal reading program at Tecumseh Elementary School were selected as control groups.

Evaluation of the Program

The effectiveness of the Listen Look Learn program was determined in this study through a comparison of the reading test scores for the experimental and control groups. Year 1 pupils in the research study were administered the following tests:

a) The "Listening" subtest (Form 12A) of the Cooperative Primary Tests, and
b) The Haggerty Reading Examination, Sigma 1 for Grades 1 - 3.

The Haggerty Reading Examination, Sigma 1 was also administered to Grade 2 pupils in the study. While this research study was in progress, Grade 2 pupils at Tecumseh Elementary School participated in a city-wide reading survey during the week of May 1 - 5, 1972. Survey scores for the "Listening", "Word Analysis" and "Reading" subtests of the Cooperative Primary Tests (Form 23B) were used as data for experimental and control group comparisons.

To measure the mental ability of pupils in the research study, Primary I level (Form 1) and Primary II level (Form 1) of the Canadian Cognitive Abilities Test were administered respectively to the Year 1 and Year 2 classes which comprised the experimental and control groups.

Although the experimental (LLL) and control groups differed in their mean scores on the Canadian Cognitive Abilities Test, these differences can be compensated for statistically by an analysis of covariance. After allowances were made for the differences in mental ability, the adjusted reading scores of the experimental groups were compared with those of the control groups.

Results of the Evaluation

On the Listening subtest of the Cooperative Primary Tests, the experimental (LLL) group at the Year 1 level performed at a higher level (statistically significant at the .05 level) than did the control group. A similar finding was also obtained in another evaluation of the LLL program conducted several years ago (see Research Report 70-07). The Year 1 experimental (LLL) group also received higher scores (statistically significant at the .01 level) on the Haggerty Reading Examination than did the control group.

However, the analysis of covariance for each reading test used in the study at the Year 2 level revealed no statistically significant difference between the experimental and control groups. Even though there were no significant differences at the Year 2 level; the comments from the teacher, principal and primary grades coordinator in Appendices A, B, and C are quite favourable toward the program. These persons believe that the second year LLL program not only introduces new reading skills but also expands the ones taught in the first year program.

ACKNOWLEDGMENTS

The Department of Planning and Evaluation gratefully a knowledges the cooperation and assistance received from:

1. the principal of Tecumseh Elementary School,
2. the teachers of Year 1 and 2 classes at Tecumseh Elementary School, and
3. Educational Developmental Laboratories Incorporated, a division of McGraw-Hill, which publishes the Listen Look Learn program.

APPENDIX A

COMMENTS FROM THE TEACHER OF THE LISTEN LOOK LEARN PROGRAM

LISTEN LOOK LEARN PROGRAM 1971-72

The class was split into ten Year 1 pupils and twenty Year 2 pupils. This figure was decreased in January when two Year 2 pupils moved out of the Vancouver district. Listed below are the strengths and weaknesses I have found of the second year program.

Strengths Shown when the LLL Program has been Continued into Year Two

- As the Year 2 pupils were familiar with the machines and procedures of the program, they were eager to assist the Year 1 children. Consequently, the Year 1 pupils learned to use the varied individual and group reading and language arts activities more quickly than pupils in the previous year.

- During the month of September, the Year 2 pupils had been on a basal reading program. They returned to the LLL program with great enthusiasm. There is high interest in operating the various machines.

- The Year 2 pupils appeared to undertake the new cycles easily, happily and with confidence due to their previous familiarity with the materials.

- The guided reading activities are very appealing as varied content areas and literary styles are introduced.

- The major weakness of the first year program is the method of word attack skills (emphasis on initial consonants and consonant substitution). However, as the LLL program uses a systematic approach, the second year program expands and introduces the different methods of word attack-context clues, structural analysis, and phonetic analysis and synthesis. Therefore, it would appear to be advantageous to a pupil who has been on the LLL program in the first year to continue in the second year. Year 2 pupils with no previous LLL experience could use the LLL Year 2 materials.

- Absent pupils upon return to class can catch up on missed work easily and with little teacher assistance.

- The Aud-X audio units were changed from records to cassette tapes in February. This change eliminated the unsynchronization problem encountered during the last two years.

Weaknesses

- The listening ability of the Year 2 pupils appeared to drop as the instructions on the Aud-X became routine.

- The reading materials are very appealing, but too difficult for the lower ability pupils. Similar and easier supplementary materials could be substituted.

Features Noted During the Past Three Years

- Children's independence in work
- Children's high interest in the machines and reading materials
- Teacher's Guide Books are very helpful
- The Year Two program is far superior to the Year One program

- Mrs. R. M. Nakagawa,
Teacher,
Tecumseh Elementary School.

APPENDIX B

COMMENTS FROM THE PRINCIPAL OF THE SCHOOL WHICH HAS THE LISTEN LOOK LEARN PROGRAM

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The school year just concluding has been our best as far as the LLL program is concerned. This is probably due to:

1. It is better suited to Year 2.
2. The Year 2 pupils were familiar with it.
3. The program was not held up due to breakdowns, etc.
4. Most importantly, Mrs. Nakagawa's personality and effort played a big part in the success.
5. Mrs. Nakagawa has been the only teacher to use LLL and it appears to be accepted by the teachers who receive the pupils who have been taught by LLL.

- Mr. J. D. Smyth,
Principal,
Tecumseh Elementary School.

APPENDIX C

RECOMMENDATIONS FROM THE PRIMARY GRADES COORDINATOR REGARDING THE LISTEN LOOK LEARN PROGRAM

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1. That support for the program be continued into 1972-73 as requested.
2. That it would be most helpful if another teacher in the school would take part in the program along with Mrs. Nakagawa.
3. It is unfortunate that the cost of the machinery prohibits a trial of the program in at least one other school in the city. Mrs. Nakagawa would appreciate the opinions of other teachers, although she is generally enthusiastic about results, particularly of the Year 2 program.

It seems to me to be a well-graded, useful program which could be an asset--particularly where children's reading achievement has been slowed because of absence through illness or because of transience. Perhaps funds should be used from the Reading Centre budget to purchase another set of the machinery.

- Mrs. B. C. Taylor,
Primary Grades Coordinator,
Vancouver School Board.